# Author Index


Al-Hilawani, Y.A., 146–156

Bain, L., 291–314
Barker, L.J., 187–198
Bebko, J.M., 438–450, 451–462
Bowe, F.G., 484–492
Brown, P.M., 401–420

Calderon, R., 438–450
Campbell, R., 215–229
Christiansen, J.B., 363
Cowan, R., 401–421
Crain, K., 250–270
Crowe, T.V., 199–206

Davis, S.M., 120–132
Delgado, G., 291–314
Denver, E., 348–356
Devisé, I., 31–42
Dromi, E., 367–382
Dugdale, P., 493–496
Dyck, M.J., 348–356
Dyer, A., 215–229

Emmorey, K., 97–103

Forman, W., 92–96
Foster, S., 271–290

Geers, A.E., 422–437
Glattke, T.J., 364
Goldstein, G., 451–462
Green, L., 215–229

Harvey, M.A., 207–213

Kelly, L.P., 171–186, 230–249
Kelly, R.R., 104–119, 120–132
Kennedy, G., 493–496
Kent, B., 315–324
Kinuthia, W., 271–290

Lang, H.G., 104–119, 120–132
LaSasso, C., 79–91, 250–270
Lederberg, A.R., 383–400
Leigh, G., 3–4
Leybaert, J., 250–270
Li, Y., 291–314
Lichtert, G.F., 43–56
Lollis, J., 79–91
Loots, G., 31–42
Luetke-Stahlman, B., 463–483

MacSweeney, M., 215–229
Marschark, M., 1–2, 3–4
McKee, D., 493–496
McKee, R., 493–496
Miller, K., 357–362
Mousley, K., 120–132

Newell, W.J., 365
Nicholas, J.G., 422–437
Nielsen, D.C., 463–483
Nott, P., 401–421

Ohna, S.E., 5–10

Pagliaro, C.M., 104–119
Paul, P.V., 498
Pipp-Siegel, S., 133–145
Polat, F., 325–339
Power, D., 3–4
Powers, S., 57–78
Prezbindowski, A.K., 383–400

Ruperto, V., 291–314

Schirmer, B.R., 157–170
Sedey, A.L., 133–145
Siegal, M., 340–347
Spencer, P.E., 497
Steinberg, A., 291–314
Szczerbinski, M., 215–229

Treder, R., 438–450

VanLeeuwen, A.M., 133–145
Vernon, M., 357–362

Want, S.C., 340–347
Wigglesworth, G., 401–421
Wilson, M., 97–103
Woolfe, T., 340–347

Yoshinaga-Itano, C., 11–30, 133–145

# Subject Index


Aerial spelling 92–96, 493–496

Children
  age of identification of hearing loss 11–30
  early parent-child interaction 31–42
  emotion recognition ability 349–356
  intentional communication 43–56, 422–437
  language skills 383–400, 401–421
  lexical development 383–400, 401–421
  multilingual capabilities 451–462
  predictors of successful developmental outcomes 11–30
  prelinguistic behaviors 367–382
  psychosocial adjustment 326–339
  mastery motivation and expressive language 133–145
  vocabulary assessment 383–400
  visual-tactile communication strategies 31–42
Colorado Home Intervention Program 11–30
Cued speech 250–270

Diary of the Early Language (Di-EL) 401–421

Education
  arithmetic 120–132
  bilingual-bilcultural programs 5–10, 79–91
  computer-assisted vocabulary acquisition 187–198
  cultural model of deafness 5-10
  designing reading practice 171–186
  Hispanic families and decision-making processes 292–314
  identifying reading strategies using verbal protocols 157–170
  influence of student and family factors on academic outcomes 57–78
  International Conference on Education of the Deaf (ICED) 2000 3–4
  oral programming 187–198
  politics of recognition 5–10
  practices in teaching mathematics 105–119
  relational terms in arithmetic 120–132
  teaching reading comprehension 146–156
  transition services 484–492
  problem-solving situations 105–119
  vocabulary acquisition 187–198
  word problems in mathematics 105–119, 120–132
Expressive language 133–145

Hispanic families and decision-making processes 292–314

Identity
  hard-of-hearing adolescents in mainstream settings 316–324
  racial minority status 271–290
International Conference on Education of the Deaf (ICED) 2000 3–4
Interpreting and empathy 207–213

Language Proficiency Profile-2 438–450
Low-functioning deaf adults 484–492

Manually coded English 79–91
Mastery motivation 133–145

Phonological awareness and decoding 215–229
Profile of Multiple Language Proficiencies (PMLP) 451–462
Protocol for the Assessment of Prelinguistic Intentional Communication (PAPIC) 43–56

Reading
  ability 120–132, 463–483
  automaticity 171–186, 230–249
  identifying reading strategies using verbal protocols 157–170
  influence of exposure to accurate English 463–483
  phonological awareness 463–483
  phonology and rhyme 250–270
  reading delay in adolescents 215–229
  reading comprehension 146–156, 171–186, 230–249
  reading span task 203–249
  temporary storage capacity and processing automaticity 230–249

Rapid automatized naming speed 215–229
Rhyme generation 250–270

Self-esteem 199–206
Sex offenders 358–362
Siblings 341–347
Sign language
  Aerial spelling 92–96, 493–496
  American Sign Language 79–91, 97–103
  interpreting 207–213
  irrelevant visual input 97–103
  New Zealand Sign Language 92–96, 493–496
  signing ability and self-esteem 199–206
  working memory 97–103

Simultaneous communication 422–437

Theory of mind 341–347, 349–356

Universal hearing screening for newborns 11–30

Visual-tactile communication strategies 11–30

# Title Index


The ABCs of New Zealand Sign Language: Aerial Spelling 92–96
Aerial Spelling and NZSL: A Response to Forman (2003) 493–496
Assessing Intentional Communication in Deaf Toddlers 43–56
Assessment of Language Skills in Young Children with Profound Hearing Loss Under Two Years of Age 401–421
Assessment of Prelinguistic Behaviors in Deaf Children: Parents as Collaborators 367–383

Can the Emotion Recognition Ability of Deaf Children Be Enhanced? A Pilot Study 348–356
Clinical Examination of Three Methods of Teaching Reading Comprehension to Deaf and Hard-of-Hearing Students: From Research to Classroom Applications 146–156
Computer-Assisted Vocabulary Acquisition: The CSLU Vocabulary Tutor in Oral-Deaf Education 187–198
Considerations for Designing Practice for Deaf Readers 171–186
The Contribution of Phonological Awareness, and Receptive and Expressive English to the Reading Ability of Deaf Students With Varying Degrees of Exposure to Accurate English 463–483

Deaf College Students' Comprehension of Relational Arithmetic Compare Problems 120–132
Deaf Persons of Asian American, Hispanic American, and African American Backgrounds: A Study of Intra-individual Diversity and Identity 271–290
Deaf Sex Offenders in a Prison Population 357–362
Decisions Hispanic Families Make After the Identification of Deafness 291–314

Education of Deaf Children and the Politics of Recognition 5–10
The Effect of Irrelevant Visual Input on Working Memory for Sign Language 97–103

Factors Affecting Psychosocial Adjustment of Deaf Students 325–339
From Screening to Early Identification and Intervention: Discovering Predictors to Successful Outcomes for Children With Significant Hearing Loss 11–30

Hearing Status, Language Modality, and Young Children's Communicative and Linguistic Behavior 422–437

ICED 2000 3–4
Identity Issues for Hard-of -Hearing Adolescents Aged 11, 13, and 15 in Mainstream Settings 315–324
The Importance of Processing Automaticity and Temporary Storage Capacity to the Differences in Comprehension Between Skilled and Less-Skilled College-Age Deaf Readers 230–249
Influences of Students and Family Factors on Academic Outcomes of Mainstream Secondary School Deaf Students 57–78

The Language Proficiency Profile-2: Assessment of the Global Communication Skills of Deaf Children Across Languages and Modalities of Expression 438–450

Mastery Motivation and Expressive Language in Young Children With Hearing Loss 133–145
Mathematics Word Problem Solving for Deaf Students: A Survey of Practices in Grades 6–12 104–119

A New Look for Volume 8 1–3

Predictors of Reading Delay in Deaf Adolescents: The Relative Contributions of Rapid Automatized Naming Speed and Phonological Awareness and Decoding 215–229
The Profile of Multiple Language Proficiencies: A Measure for Evaluating Language Samples of Deaf Children 451–462

Rhyme Generation in Deaf Students: The Effect of Exposure to Cued Speech 250–270

Self-Esteem Scores Among Deaf College Students: An Examination of Gender and Parents' Hearing Status and Signing Ability 199–206
Shielding Yourself From the Perils of Empathy: The Case of Sign Language Interpreters 207–213
Siblings and Theory of Mind in Deaf Native Signing Children 340–347
Survey of Residential and Day Schools for Deaf Students in the United States That Identify Themselves as Bilingual–Bicultural Programs 79–91

Transition for Deaf and Hard of Hearing Students: A Blueprint for Change 484–492

The Use of Visual–Tactile Communication Strategies by Deaf and Hearing Fathers and Mothers of Deaf Infants 31–42

Using Verbal Protocols to Identify the Reading Strategies of Students Who Are Deaf 157–170

Vocabulary Assessment of Deaf and Hard-of-Hearing Children: From Infancy through the Preschool Years 383–400